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ABSTRACT

The bilingual education of adults in correctional institutions is discussed. The program specifically described is a bilingual/ESL (English as a second language) program for Puerto Rican adults in a Connecticut correctional center. The study has two sections: (1) the Puerto Rican adult in a penal institution; an explanation of his needs and an attempt to decide what curriculum, methods and materials to use and where to find them; and (2) the Puerto Rican adult in a penal institution in Connecticut: an examination of the conflicts and impediments in learning English as a second language. The following topics are discussed within these two main sections: the general education level and some statistics on the Puerto Rican adults in Hartford and Bridgeport; the school district of the Department of Correction; typology of bilingual students; bilingual/bicultural curriculum as therapy; evaluative procedures; obstacles to learning; and Spolsky's educational factors. It is hoped that the program described may be a force of socialization and a means of acculturation for the persons involved. (AMH)

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BILINGUAL PROGRAM IN A COMMUNITY CORRECTIONAL CENTER:

(Sharing Problems, Ideas, Experiences, and Resource Information)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

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PART ONE

THE PUERTORICAN ADULT IN A PENAL INSTITUTION: AN EXPLANATION OF HIS NEEDS AND AN ATTEMPT TO DECIDE WHAT CURRICULUM, WHAT METHODS, WHAT MATERIAL TO USE AND WHERE TO FIND IT.

1. The Puertorican adult, in jail, essentially is no different than the one who has never been in jail, at least in regard to those aspects of his personality that interest us in this report.

2. According to the studies conducted by Perry Alan Zirkel (PUERTORICAN PARENTS AND MAINLAND SCHOOLS, Hartford, Conn., 1972), who interviewed 126 Puertorican families in the Greater Hartford Area,

> fathers schooling level was 5.3 and that of the mothers was 4.9;

70% of these parents aspired to return eventually to Puerto Rico, and even a greater majority (75.2%) had such aspiration for their children. In short, their sociocultural aspiration is that of maintaining their cultural roots. As the Director of a Puertorican Center said:

> "You will never succeed in making us Anglos no matter what process of assimilation you try." (ibidem)

2.1. In the same research it is stated that the Puertorican adult has a very low level of organizational affiliation and that this lack of participation may be due to the island's cultural tradition in addition to language, economic and

ethnic barriers encountered on the main land. Puertoricans have a historic characteristic of "insularismo," reflected in an isolation from social institutions. For example, they have tended to have faith in paternalistic political leaders as well as to have education left to the professionals.

2.2. In the same research, it is said that measures of language proficiency and dominance indicated generally strong ability in Spanish and more limited ability in English. On a scale of language ability from (1) not at all, (2) a little, (3) some, (4) pretty well, (5) excellently, here the average score

	UNDERSTANDS ENGLISH	SPEAKS ENGLISH	READS ENGLISH	WRITES ENGLISH
MOTHER	1.8	1.7	1.5	1.4
FATHER	2.7	2.6	2.1	1.8
	UNDERSTANDS SPANISH	SPEAKS SPANISH	READS SPANISH	WRITES SPANISH
MOTHER	4.2	4.2	3.4	3.3
FATHER	4.2	4.2	3.6	3.6

On the principal language used on job, we have: mothers (40%) used Spanish over (60%) used English (only 10 answers, 116 adults interviewed preferred not to respond); fathers (33.3%) used Spanish over (66.7%) used English (only 30 ans., 96 adults preferred not to respond). The majority of the interviewed adult preferred not to respond. It may very well be that the majority had no steady job.

2.3. In a companion study, John F. Greene & Perry A. Zirkel (THE FAMILY BACKGROUND OF PUERTORICAN STUDENTS, 1973) analyze 92 Spanish speaking families in Bridgeport and obtained almost invariably similar percentages and the confirmation of their previous research for the Hartford area. These findings are also in agreement with those presented in the PROCEEDINGS OF CONFERENCE ON EDUCATION OF PUERTORICAN CHILDREN ON THE MAINLAND, (Commonwealth of Puerto Rico, 1972).

2.4. Kal Wagenheim (PUERTORICO. A PROFILE, Praeger, 1975,ii) stated that "with about one third of its people living in "exile", Puerto Rico is indeed a divided nation" (p.197).

> The Puerto Rican phenomenon has been unlike any other migration in America's history. Europeans came in great waves during the nineteenth and the early twentieth centuries and relatively few returned to their homelands. But the Puerto Rican migration coincided with the jet age, and, since

> Puerto Ricans are American citizens, travel between the mainland and the patria is fast, cheap and unfettered by quotas or passport requirements. The homesick Puerto Rican discouraged by cold weather, unemployment, culture shock - or even a broken romance - can pack up and be home in three hours. (p.199)

2.5. According to the estimates of the U.S. Department of Labor for every white American out of work, 1.8 members of minority groups are in the same predicament. Thus, when the U.S. jobless figure hits 7%, at least 13% of Puerto Ricans are out of work. But this official unemployment figure does not say the whole story. They are based on the "labor force," which consists of adults who are either working or actively seeking work. Many Puerto Ricans, disheartened by their fruitless search for job, had dropped out of the labor force.

2.6. Puerto Rican migrants have been mainly limited to the hardest, lowest-paying jobs. Of the 194,000 Puerto Rican men employed in U.S. in 1970, only 4% were in professional or technical jobs; 25% worked in factories, 19% had some kind of "service" job; 15% craftmen and 12% held clerical jobs.

2.7. In disagreement with the Zirkel-Greene studies (v.2.3), Kal Wagenheim says that between 1960-1970 the median of school achievement for Puerto Rican adults rose from 4.6 years to 6.9 years. Persons with no formal education at all diminished from 23% to 14% of the population. At the same time, the proportion of high school graduates doubled, from 7.5% to 15% of the adult population (p.209).

2.8. Since 1970, crime has increased in Puerto Rico. Drugs and unemployment are the main factors of crime. The fact that the Justice Department follows a policy of paternalistic summons without a strong system of punishment may be a contributing factor (ibidem).

2.9. There are many theories that try to explain how and why a youngster or an adult have become a criminal. Martin R. Haskell and Lewis Yablousky (JUVENILE DELINQUENCY, Rand McNally College Publish.Co.,1974) make special reference to the Puerto Rican minority group. For a minority group, with a language and a culture different from the dominant, it is very hard to find "avenues of assimilation" into the main stream of the dominant culture (p.71), and to succeed by "acceptance of culturally defined goals and socially approved means" (pp.87, 366-367). In the author's exposition of "a classic sociopath: the case of Jose'" (pp.244-249) it is repeated the tragedy of hundred more.

Whether or not the authors' statement that "the most recent groups to migrate to urban centers always have the highest delinquency rates" (p.71) should be accepted for Springfield, Waterbury, New Haven, Meriden, Bridgeport and Hartford, has to be checked with the actual local official statistics.

Over the population of 300 inmates at NHCCC (New Haven Community Correctional Center) I counted about 35 Spanish surnames. Of these I had in my bilingual program at any one time about a third. 3.

Of the 31 inmates that I had enlisted in the program since its starting (May, 1977) and for which I have data, here is some information:

53% are first offenders
47% are recidivous
54% are literate in Spanish (underst., speak, read, write)
42% are partially funct. in English (underst. & speak s.E.)
37% are illiterate in Spanish
43% have no English at all
90% use Spanish as oral dominant language

With few exceptions their permanence in the program does not extend beyond 2 months.

Their average years of schooling is 5.7 in contrast to the 6.9 of Wagenheim (see section 2.7) and more in line with 5.3 of Zirkel's findings (see section 2.).

Less than one third of the 31 I examined can recall all the four basic operations of mathematics (+, -, x, :), read a Spanish newspaper, fill-up a check or a very simple job-application in English. Their literacy in Spanish, based on few years of education , is purely nominal: their writing capacity consists in being able of copying a poem or a letter first written by someone else. Very few can write by themselves, deciding what words to use, a simple card to their relatives or friends. 3.1.

Their cultural background is very poor: they have no information about where the different parts of the world are in a map; they do not know the size of their "isla" or how it looks on a map. Of the sciences they know even less. When discovering a book of pictures they are fascinated by it and ask if someone would explain them.

In general they refuse to speak English among themselves, and in many instances they try to abdicate to their responsibility by saying that they do not understand and speak English, even when they do understand it.

They do feel always as if they were in exile (see section 2.4) and many declare that they will return to Puerto Rico when they will be released. They are rarely interested in politics, but very much in court cases, crimes, songs and poems of love.

They do not seem to worry too much about the jobs they had or will have had. Given the extended large family they all have, they have no worries about where to find shelter and food.

Only two times I heard someone telling me that he wanted to learn English. The majority seems to be accepting the way things are. They do not see the necessity of learning ESL. They lived in a "barrio", where stores sell all what they need and the proprietors are Spanish and the official dominant language is Spanish; where many times they find their jobs, where their newspapers and magazines are the only ones at the store.

3.2.

It seems that their society is not becoming more bilingual-bicultural than that of the other dominant group. "El barrio" remains "ghetto", the great programs for bilingualism and multiculturalism do not reach the adult Spanish speakers under my consideration. The advancement of these programs seems to have isolated the places where bilingualism is-on; it is-on in schools, for young children; it is-on in the indefinite variety of programs that Publishing Companies offer to Universities, schools and public. From the limited point of perspective of my own program and my peculiar position in a correctional center, I can say that I do not see more Bilingualism, Radio Program in Spanish, TV programs for Adults in Spanish, local newspapers in Spanish.

An invasion of Spanish Magazines from Latin American countries and from Spain have, contrary to our hopes, slowed down the process of assimilation and built a kind of wall of separation that reconstituted the social sickness of cultural isolationism.

3.3.

The time in jail, however, offers a great opportunity for stopping and halting this tendency to a separation and the isolation of the two cultures and societies. It is a time when the Puerto Rican adult is totally immersed within the Anglo Culture and has no choice. If he does not understand and speak at least a bit of English, he is in trouble.

Many in jail realize that probably the cause of their troubles is their inability of understanding and speaking English and come with great hope to the Center's School. There are some extra evident advantages in being classified for school; leaving the narrow cell, changing a deadly routine, coming to meet with other "hermanos or companeros", and even receiving a weekly allowance.

********** STUDENT PROFILE **********

AGE 17-20 ( )
21-30 ( )
31-40 ( )

1st Offender ( )
Recidivous ( )
Return to PR ( )

	SP.	Eng.
lit.	( )	( )
ill.	( )	( )

Pre-sentence time ( ) ( )
Post-sentence time ( ) ( )

BORN in P.R. ( ) ( )
in M.L. ( ) ( )
EDUC in P.R. ( ) ( )
in M.L. ( ) ( )

from _____ to _____
ALONE in M.L. ( )( )

UNDERSTAND & SPEAK SPANISH	( ) ( )	( ) ( )
READ SPANISH	( ) ( )	( ) ( )
WRITE SPANISH	( ) ( )	( ) ( )
UNDERSTAND ENGLISH	( ) ( )	( ) ( )
SPEAK ENGLISH	( ) ( )	( ) ( )
READ ENGLISH	( ) ( )	( ) ( )
WRITE ENGLISH	( ) ( )	( ) ( )
USE ENGLISH ONLY WHEN NECESSARY	( ) ( )	
WANTS TO LEARN ENGLISH	( ) ( )	

LENGTH OF STAYING

less than one month	( )
2 months	( )
3 months	( )
4 months	( )
5 months	( )
more than 5 months	( )

KIND OF OFFENSE

assault sex	( )	not sex ( )
burglary	( )	_____
manslaughter	( )	_____
larceny	( )	_____
narcotics	( )	_____
other	( )	_____

TEST SCORES

G.H. _____

WRAT _____

MATHEMATICAL INVENTORY SP. ( ) ENG. ( )

(+)	( )	( )	_____
(-)	( )	( )	_____
(x)	( )	( )	_____
(:)	( )	( )	_____

MULTIPLICATION TABLE ( ) ( ) ( )

DOLCH SCORES :

MATCH !1!	( )	( )	( )
MATCH !2!	( )	( )	( )
PICTURES	( )	( )	( )
SIGHT	( )	( )	( )

BARBE CHECK LIST:

first	( )	( )	( )	fifth	( ) ( )
second	( )	( )	( )	sixth	( ) ( )
third	( )	( )	( )	over	( ) ( )
fourth	( )	( )	( )		

ADULT FUNCTIONAL LIST ( ) ( ) ( )

CAREER INTERESTS _____

INVENTORY OF ABILITIES:

FILL up applications	( )	( )	( )	
USING the phone	( )	( )	( )	
WRITING a check	( )	( )	( )	
READING a newspaper	( )	( )	( )	for job ( ) for shopping ( )
READING a map	( )	( )	( )	
Writing personal letters	( )	( )	( )	
DRIVING	( )	( )	( )	

HIGHEST PERSONAL GOALS : H.S. diploma ( ), college ( ), civil s.( )
own your house( ), live outside the city( )

The School District of the Department of Correction in Connecticut offers the opportunity of a Program for Spanish speakers, who want to learn English. It is funded through the Title I and some State Funds for Disadvantaged Youth. 4.

The Performance Objectives, at the request of the funds, were specified in the Grant Application Form (Part ii, A, 1):

1. to identify and diagnose individuals with specific basic skills deficiencies;
2. to prescribe remedial services for such identified students;
3. to provide remedial services in English and in Spanish with an emphasis upon survival/coping skills.

In May 1977 this special School District started new Bilingual Programs in Hartford, New Haven and Bridgeport, 3 cities with a heavy Puerto Rican presence. The beginning of the Programs coincided more or less with the use in these three cities of new modern facilities.

This collection of thoughts and data on the Puerto Rican adult in general (cfr. section 2.) and in particular (section 3.), as I observed him in NHCCC, constitutes only a necessary prerequisite to my efforts in building a program with a goals list and a continuum of behavioral objectives that respond to the most important needs of the Puerto Rican adult confined to a correctional center.

I do not know which data and observations have been collected at the other Comm.Corr.Centers, but I hope that we would cooperate in a more exhaustive collection of similar data and information on what we said above and will follow.

We have accepted what has been said at sections 2 & 3 as somewhat reliable and indicative of the needs of the adult Puerto Rican. Very little or nothing at all has been written on this subject and therefore we find ourselves moving partially in the dark and certainly in a process of advancing empirically by trial and error. 5.

Antonio Simoes, Director of the Bilingual Resource and Training Center, School of Education, at Boston University, replied to my inquisitive letter saying that he knows of no ESL material as it relates to programs in Correction.

We have found very helpful William F. Mackey's"A Typology of Bilingual Education," published in toto in BILINGUAL SCHOOLING IN THE UNITED STATES (Anderson Theodore and Mildred Boyer, Washington D.C., U.S. Governm. Printing Office, 1970).

Following Mackey we have built up our own Typology of Bilingual Students in Correction.

Mackey's article appears also in FRONTIERS OF BILINGUAL EDUCATION, Bernard Spolsky & Cooper, Robert, edts. (Newbury, 1977, chapter ix, p.256ff.).

The following typology of bilingual students may be used for purposes of curriculum and student placement. 5.1.

IF A. THE STUDENT IS AN ADULT
- 1. literate in Spanish
- 2. illiterate in Spanish

THEN B. THE LITERATE STUDENT IN SPANISH SHOULD BE TAUGHT:
1. understanding of ENGLISH
2. speaking in ENGLISH
3. reading in ENGLISH
4. writing in ENGLISH

EXACTLY IN THE ABOVE ORDER.

****
Speaking ESL is the most difficult task to be taught to an adult who is dominant in SPANISH.
Once the SPANISH dominant adult has the basic sounds and intonation of E, then reading and writing come as purely a problem of aurial-oral recognition.
****

THEN C. THE ILLITERATE STUDENT IN SPANISH SHOULD BE TAUGHT:
1. reading in SPANISH
2. writing in SPANISH
3. understanding in ENGLISH
4. speaking in ENGLISH
5. reading in ENGLISH
6. writing in ENGLISH

THIS IS A VERY LONG AND DIFFICULT PLAN; AUDIOLINGUAL SKILLS MAYBE AS NECESSARY FOR THE SECOND LANGUAGE AS FOR THE FIRST.

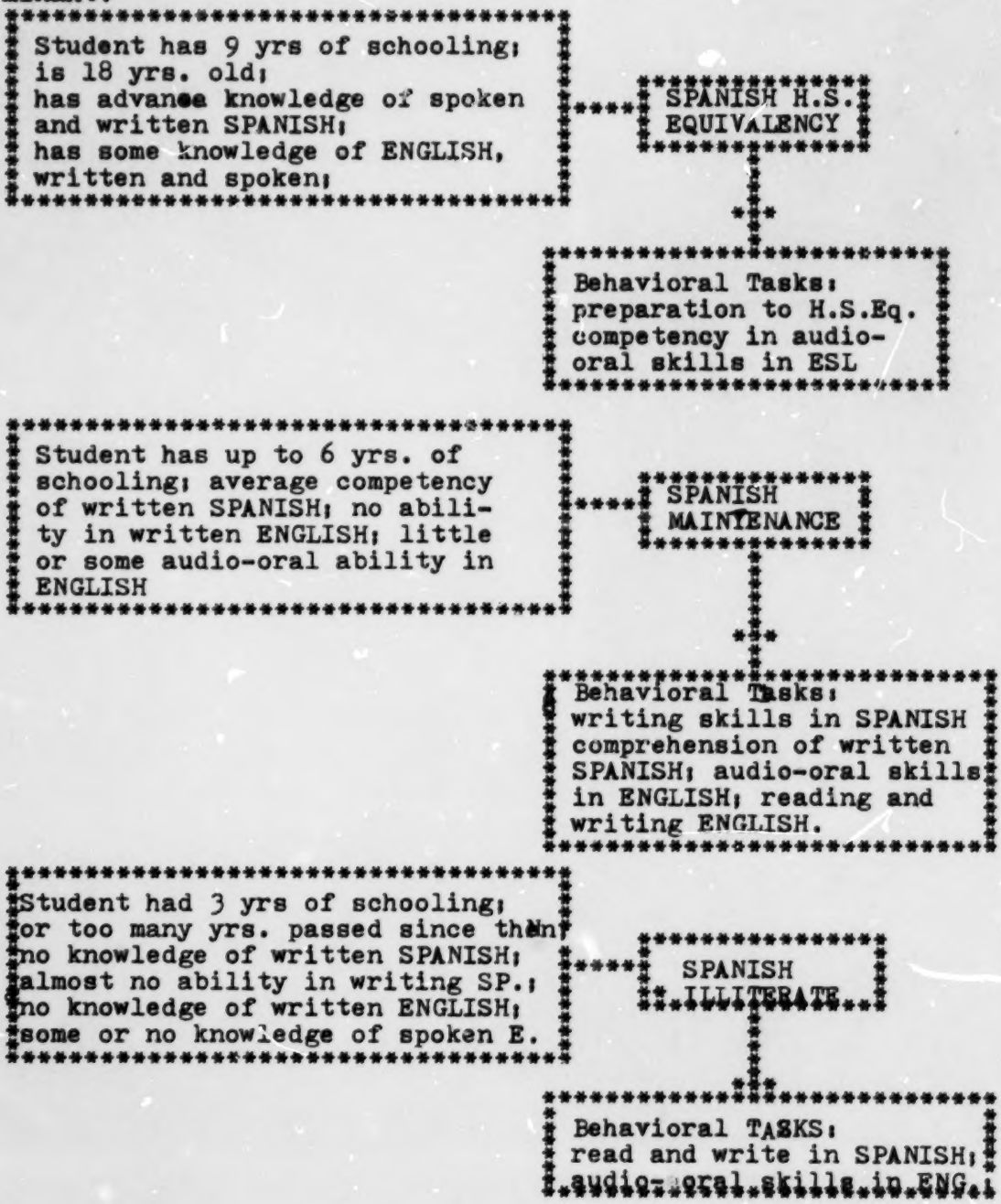
****
There should be provision for a plan of steps 1 & 2 together with 3 & 4; there should also be provision for waiving steps 1 & 2 in favor of 3 & 4 as the only objectives to be learned.
****

THEN D. A BICULTURAL PROGRAM IN CONTENT & IN PERSPECTIVES SHOULD BE ESTABLISHED, FOR BOTH
1. Literate adult in Spanish and English
2. Illiterate adult in Spanish

****
Note that no accidental limits should be imposed by any one language or culture over the other L & C
****

With the previous typology and classification, preference is given to ENGLISH (ESL) and the behavioral goals are reached when the student can function at any one of the different levels of the second language. 5.2.

In the typology and classification that follows, preference is somewhat given to the language in which the inmate is dominant.


Student has 9 yrs of schooling; is 18 yrs. old; has advanee knowledge of spoken and written SPANISH; has some knowledge of ENGLISH, written and spoken;
SPANISH H.S. EQUIVALENCY
Behavioral Tasks: preparation to H.S.Eq. competency in audio-oral skills in ESL
Student has up to 6 yrs. of schooling; average competency of written SPANISH; no ability in written ENGLISH; little or some audio-oral ability in ENGLISH
SPANISH MAINTENANCE
Behavioral Tasks: writing skills in SPANISH comprehension of written SPANISH; audio-oral skills in ENGLISH; reading and writing ENGLISH.
Student had 3 yrs of schooling; or too many yrs. passed since then; no knowledge of written SPANISH; almost no ability in writing SP.; no knowledge of written ENGLISH; some or no knowledge of spoken E.
SPANISH ILLITERATE
Behavioral TASKS: read and write in SPANISH; audio-oral skills in ENG.

The typology and classification presented in the previous session (5.2.) may be labeled as ethnocentric, raising the issue that it cannot be per se and directly funded with money originally intended for bilingualism (see Anderson-Boyer, 1970, page 74; see also section 5.)... I personally am in favor of the typology at 5.2. because to maintain any equal rights between language ESL and language SPANISH in which the adult is dominant and proficient, as well as to try to balance culture E and culture SP, is absolutely unhealthy and if not on the socioeconomic, at least on sociopsychic dimensions it is hardly possible. 5.3.

Language and Culture E are considered by the adult speaker and cultural subject of SP purely means for economic survival and an administrative necessity. Nothing more, nothing less.

THe adult user of SP is quite well shield against all influences from the E Language and Culture.

The adult is not a child. It is a trained and well structured system of patterns and behaviors, that is very difficult to challenge and substitute with others. Especially when the second culture and language is E is of a different language group, therefore, much far removed from SP.

Spolsky's MODEL composed of a basic hexagonal figure, each side of which represents a set of factors which may have a bearing on the operation of a bilingual program, can point to the complexity of the mechanics for becoming bilingual for an adult (see at 5., pp.1-21, 228). Spolsky's MODEL will be examined at section 2. of PART TWO.

It is my experience and observation that the adult in Correction is not in the best situation for learning the target language (ESL). The drive and motivation is simply not there. There is even a kind of feeling of rejection of this dominant-domineering language, that symbolically but really, imprisons the adult Puerto Rican inmate. 5.4.

He is surrounded with English sounds; almost everyone else or the 90% of the persons in the Institution speak only E. The radio that they listen to is generally regulated by central control, by hands that are Anglosand is tuned on English stations; the TV programs in SP are not-existent; the loud speaker summons in English, invariably.

Someone may say that these are opportunities for learning the ESL. Given the isolation, the worries of their legal cases, their family situation, the uncertainty of the future, the Puerto Rican adult, especially if illiterate, becomes prey of depression and suspicion and in many cases of a desire of absolute rebellion. He can speak only to himself; he can express his absolute resentment only through physical violence. The literate Puerto Rican adult, even if he understands and speaks some E, is not free from this tragic and painful cycle.

As Stolsky demonstrated very well with his model, the linguistic factor is onlya one amongst six; in order to learn all the factors (sociological, psychological, economic, religious, political) the P.R. adult should be turned in a

favorable or indifferent way toward E. For the majority of Puerto Ricans, for example, the political factor is at a zero point, that is, it does not carry very much weight as incentive to learning E. However, recently, because of the demonstrations in favor of Puerto Rico's independence, I have seen at least two of my students showing some favorable signs in applying themselves to reading and discussing in E. It may very well happen in the opposite way; but then the student must show strong nationalistic tendencies.

Of the 31 students I had, at least 50% refused to speak English in the class situation. Only 10% of this group ask to be assigned to an ESL program. Of the 50% who refused to speak E, it must be said that they are mostly literate in Spanish and when tested with DOLCH WORDS recognition and pronunciation scored between 75-90%

It must be said again also that the average short length of staying at NHCCC (section 3.) is caused by the fact that 90% of the inmates involved in the program are/were waiting for the Court's sentence on their case. When the Court's sentence is given, the inmate is generally released or transferred to another center.

All this explains - I think - some aspects of their antagonism to ESL during the time they are here at NHCCC. (see also Stolsky for age and other factors against adult ESL learning, at p. 208, op.cit.)

In order to overcome the long list of factors that seem to play against the true interest of our students, we must dedicate a lot of our time to the preparation of a bilingual ESL curriculum, that is capable of imposing itself to their interest, generate motivation and soothe somewhat their wounds whether or not self-inflicted or inflicted by society. This duty is endless, as we continuously have students coming in and students leaving. We will diagnose them and classified them in the proper outlined type group (see sect. 5.1.-5.2.) but we will also assist them individually according to their specific needs. 3.5.

6. At the 1970 meeting of TESOL four broad categories of bilingual education programs were presented (see PROCEEDING OF CONFERENCE ON EDUCATION OF PUERTO RICAN CHILDREN ON THE MAIN LAND, pag.129; Spolsky, op.cit., p.196; see section 2.3.):

i	TRANSITIONAL BILINGUALISM	: language SP used only until the introduction of E
ii	MONOLITERAL BILINGUALISM	: language SP & E audio-oral skills (literacy in E)
iii	PARTIAL BILINGUALISM	: literacy in both SP & E
iv	FULL BILINGUALISM	: literacy and full development in both SP & E.

A Bilingual Curriculum must be based on the clear choice of one of the four types of bilingualism. Given the explanation at section 5. & 5.1. , we think that in Correction the Bilingual Program, though the obstacles are many, should aim to PARTIAL BILINGUALISM. FULL BILINGUALISM must remain the ideal goal for the adult in the Community Correctional Centers, but it is unrealistic, because of the obstacle introduced above. As much as possible the adult needs the full control of his mother tongue (socio, psycho and religious identity) and at the same time the good use of ESL, for some economic reasons, control over the immediate environment, and growth within a society dominant in E.

MONOLITERAL BILINGUALISM is the lower level we can expect, but it would be more than a sufficient goal to be achieved in many instances. 9% of my students are in this category; only 3% could be called FULL BILINGUAL, and 6% PARTIAL BILINGUAL.

6.1. The main criteria that we observed in planning the curriculum were the stated objectives at section 4, that were presented for the application of the Grant. Of the three general goals there presented (identification, prescription, provision) the first is directly part of the process of EVALUATION or assessment. The other two goals give us the basic tracks on which to run our program. This means that our curriculum is essentially a remedial one, that it concentrates in survival/coping skills and its medium is a coordinate use of SP and E. (cf. Eleanor Wall Thonis, TEACHING READING TONON-ENGLISH SPEAKERS, Collier-Macmillan Teacher's Library, 1970, p. 106).

6.2. The Curriculum is of a remedial nature. Our program addresses itself to an adult population that is in a precarious situation in respect to social institutions. This group has or is accused to have violated the rules of normal living, for any one of the following reasons:

A. <u>lack of good judgment in situations</u>

misunderstanding intentionally or unintentionally of society's accepted behavioral rules and therefore misapplication of them at the behavioral personal level.

B. <u>lack of adequate acculturation and assimilation</u>

inability and inadequacy of respecting such rules because of inner conflicts of cultural and social nature, non-resolvable with ordinary means (partiAL or inadequate assimilation).

C. <u>lack of physical skills and trained habits</u>

INADEQUACY AND SCARcity (or total lack) of those habits and skills that are supposedly to have been acquired before reaching adulthood through the process we school "schooling".

In our curriculum we are therefore trying to diagnose and prescribe those programs that will remediate such varieties of <u>incompetencies</u> not tollerable in our society. 6.2.1.

As in the outlined pupil placement at sections 5.1 & 5.2. we will in our curriculum cover all those behavioral objectives that form the normal endowment of every normally behaving citizen in this society.

Essentially it is a question of retraining our adult student in the four basic skills of

understanding	i	iii	reading
speaking	ii	iv	writing

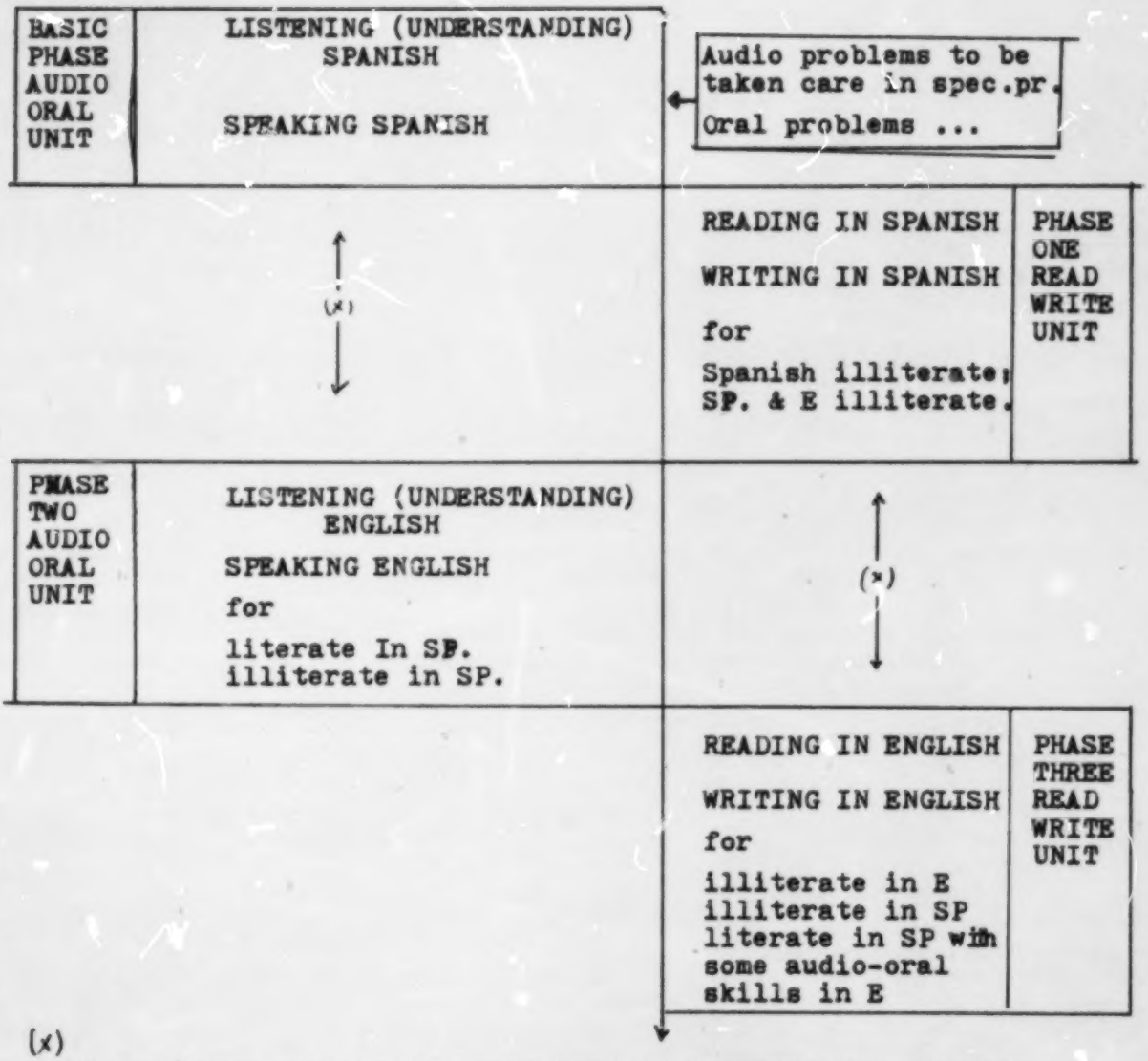
placing each one at the proper level according to the diagnosis of the individual needs.

It is our "assumption" that this work of remediation ideally has to be done in and for the English language. English is target language; "the remediatory element", the "second language", the condition <u>sine qua non</u> of survival for every adult living within the Anglo world. Thus remediation as postulated is founded on a bilingual and bicultural dimension/reality. The "ways of doing things and feel about them" should be taught, explained, assimilated <u>together with</u> and <u>through</u> the four basic linguistic skills. The advantage of the ability in the second language and culture should be explained and inculcated in any possible manner at our disposal and in accordance to the modern techniques in ESL teaching to adults.

As showed at sections 5.1. & 5.2. it may very well be that in some cases we will be faced with illiterates in their mother tongue; then , our primer duty will be that of planning for a literacy program in SPanish. About 37% of my group of 31 were 6.2.2.

in this predicament (see section 3.). Thus, necessarily (because we are dealing with well developed individuals), our curriculum would look like the following diagram:

CURRICULUM CONTINUUM OF COORDINATED BILINGUALISM



(x)
This continuum would allow some hard illiterates in SP to pass directly from the BASIC PHASE TO PHASE TWO (audio-oral skills); in the parallel way, some literates in SP would be allowed to learn a lot of PHASE TWO, directly passing from PHASE ONE to PHASE THREE (reading-writing skills).

TIME DISTRIBUTION IN THE USE OF THE LANGUAGES

6.2.3.

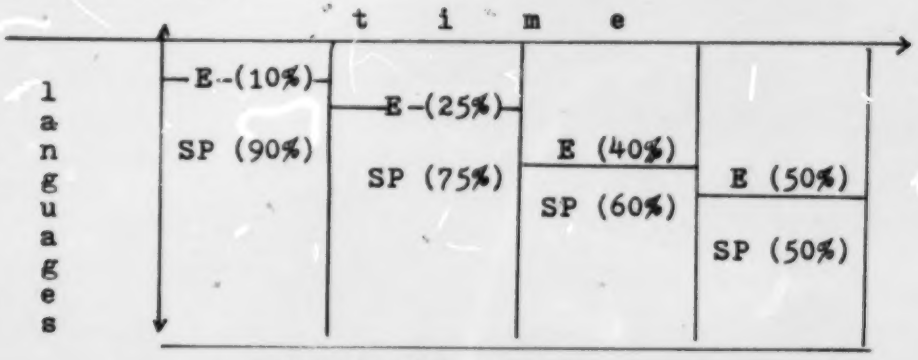
Anderson (pp.90-100; see section 5.) suggests that the MIXED MODULE is an acceptable alternative among the modules that are fundable through TITLE VII. He seems however too preoccupied with the difficulty of keeping the record of the time actually used for every language.

SP	E	SP	E	SP
E	SP	E	SP	E
SP	E	SP	E	SP
E	SP	E	SP	E
SP	E	SP	E	SP

MIXED MODULE

"in which the teacher mix the languages and moves freely from one to the other throughout the day." (ibi, p.100)

Given the fact that our students are adults native speakers of SP and that they are living in a stricly definable environment of speakers of E (see section 3.3.), to the point of saturation and rejection, I have found my success in adopting the mixed module.

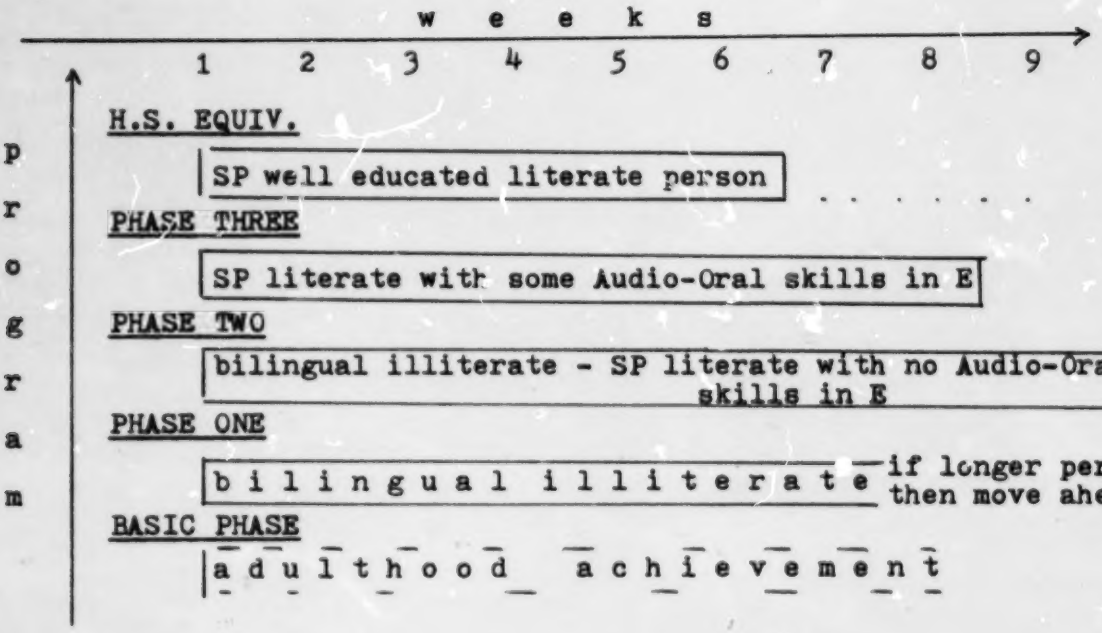


PROPORTIONAL MODULE

In a proportionally increasing module (from 0 to 50) of usage of each language I found my students to be reacting in a negative manner; they felt "cheated", coerced and depressed. I did, however, plan "situations" in which the E language is required and it is used or an effort is constantly made to use it; my MONOPOLY CURRICULUM (see DEPARTMENT OF CORRECTION, School District, for copies) guide was prepared with this goal in mind. PROBE is an excellent game, when done in E, that offers such opportunity, too.

CURRICULUM DISTRIBUTION & STUDENT PLACEMENT DURING THE FIRST 9 WEEKS

6.2.4.



The time dimension of 9 weeks has been reached as an average length of permanence of the students I had studied (see section 3.).

This curriculum distribution and placement makes successful the permanence of any student in the program, because, immediately after the diagnosis he enters into his proper phase. At the beginning, when an inmate is classified for schooling, there is no way for the teacher of knowing with some kind of certainty how long that inmate will stay at the CCC.
It must be made clear that the highest percentage (90%) of my students were pre-conviction prisoners.

6.2.5.

Because language learning is cumulative ("intrinsic provision to relate all new language learnings to those which students learned at previous levels, times, units;" Maria Finocchiaro, ENGLISH AS A SECOND LANGUAGE, S.Schuster, 1970, 8th printing, p.37) and because the older person learning SL can observe, can analyze and concentrate more than a child (ibi, p.11), we would like to propose the following particularized description of the phases of the curriculum introduced with the previous sections.

B E H A V I O R A L G O A L S:

* R E A D I N G SP
* WRITING SP

B E H A V I O R A L OBJECTIVES:

* language-experience approach
* recognition of printing and writing as representatives of speech
* habits formation
  habits strengthening through reward and reinforcement
* formation of reading vocabulary
* words analysis and recognition skills
* comprehension skills
* rate of reading

B E H A V I O R A L TASKS:

* letters of the alphabet
* letters combinations:

CV	VC
CVC	VCCV
CVCCV	VCV
...	

* words: basic words: sight words
* short sentences
* paragraph
* short personal letters or cards reading and writing
* reading high motivas tional content material: newspaper, APL material...

M A T E R I A L S:

We have used the program used in Puerto Rico.
See:

L E A M O S, A M I G O S I
L E A M O S, A M I G O S II

Also:

NUESTRA CARTILLA FONETICA
CULTURA PUERTORRIQUEÑA, INC.

CURRICULUM : PHASE TWO

6.2.7.

BEHAVIORAL GOALS
* LISTENING in E
* SPEAKING in E

BEHAVIORAL OBJECTIVES
* audio-oral skills and habit formation in E

MATERIALS

THE NEW STREAMLINED ENGLISH SERIES (New Readers Press, Syracuse, N.Y., 13210)

THE LAUBACH WAY TO ENGLISH (ESOL) (New Readers Press, Syracuse, N.Y., 13210)

This material resolves the problem of how to teach audio oral skills before starting the students to the reading and writing ones. Instead of waiting any length of time, these skills are sequenced systematically so that the students have aural-oral practice with vocabulary and structures before they meet them in the reading.

The LAUBACH METHOD starts with the known-spoken word and moves to the unknown-written word in easy steps that elicit the correct response from the student and reinforce it immediately.

The five volumes cover the following BEHAVIORAL TASKS:

1 SOUNDS AND NAMES OF LETTERS
2 SHORT VOWEL SOUNDS
3 LONG VOWEL SOUNDS
4 OTHER VOWEL SOUNDS
5 SPECIAL CONSONANT SOUNDS

This material can be used with the hard bilingual illiterate or the bilingual illiterate (while learning phase one), because of the special ESOL illustrations (for skill book 1, which is the only one published in ESOL series), that the teacher or tutor can use in his introduction of E at the audio-oral learning phase.

The literate in SP can use this material and assimilate it very fast, if the teacher follows the suggestions given in the TEACHER'S MANUAL FOR SKILL BOOK 1 (ESOL, series) and gives the student time enough for habits formation and skills learning. The content of the five books of this series can be assimilated during the average length period of 2 months (see section 3.), and would give enough skills and vocabulary to the students to make them partially on the way to success (at the competency level) in the achievement of this phase behavioral objectives.

In this phase the importance of the written word does not carry the importance it would do in the next phase. Here picture, gestures, dramatization, things themselves, persons should be overemphasized. The teacher may use the "mixed module" (see section 6.2.3.) and help comprehension with equivalent expressions or a summary in the native language.

Only at the next phase the student should rely completely on the written words for his comprehension; words would then necessarily designate qualities, rather than things or actions.

ENGLISH AS A SECOND LANGUAGE, FROM THEORY TO PRACTICE, by Mary Finocchiaro (A Regents Publication, 1970, viii ed., pp. 38-46)

in presenting an outline for curriculum content, suggests the following proportion of time use:

	I PHASE (ONE)	II PHASE (TWO)	III (Three)
LISTENING	40%	20%	20%
SPEAKING	40%	20%	20%
READING	15%	40%	40%
WRITING	5%	20%	20%

Another excellent method is

R E A D O N !
Literacy Volunteers of America
Syracuse, New York

It is a series of 10 books READ ON!
10 READ ON! WOORKBOOKS.
1 READ ON! TEACHER'S GUIDE
2 Placement TESTS.

It is an individualized Program, that founds its reading content in Phonically Regular Words, Sight Words and Core Survival Vocabulary. It is designated for adults and teenagers; it is well endowed with pictures and allow time enough for the audio-oral part, very slowly introducing new words, populating carefully the pages with words, never overcrowding them, keeping a continuous differentiation between the words already learned

and recognizable in their shape and the unknown one recently heard and pronounced.

The above curriculum and material is very good because all learning of ESL is implicit, cumulative, by association and analogy. In the limited time at our disposal and given the general low level of education of our adult population, there is no way, except in few cases, and no need of explaining morphological and syntactical forms.

A curriculum prepared by Los Angeles City Schools

> ADULT ENGLISH AS A SECOND LANGUAGE,
> LEVELS 1-4, COURSE 791.1-4 LE, 1974
> DIVISION OF CAREER AND CONTINUING
> EDUCATION
> LOS ANGELES, CALIFORNIA

though subdivided into four levels and distributed over the length of 20 weeks time period, gives us an excellent content outline for an adult ESL program. This Experimental Instructional Guide is of great value for this phase two of the curriculum I present. It contains both an E language structure outline (that goes from the most simple to the most complex) and an ESL survival outline (Verbal Autobiography, Consumer Education, Employment, Health, Transportation, Housing, Agencies, Telephone, News of the Day, Customs, Recreation).

> AMERICAN ENGLISH SOUND SYSTEM
> DIVISION OF CAREER AND CONTINUING
> EDUCATION, UNIFIED SCH.DISTRICT, 1974
> LOS ANGELES CITY, CALIFORNIA

is codified in an excellent and very useable manner by Robert Opel in Introductory Sheets, Sound Sheets, Alphabet Summary Sheets, Contrastive Analysis Sheets, Pre-Test/Post-Test Sheets. I have not seen any better material than this. It is a publication of almost 100 pp., and on the front page carries the printed label FOR COMMITTEE USE.

Of the many other publications from the Los Angeles City School District, I mention another one, the importance of which is evident:

> INDEX FOR ESL INSTRUCTIONAL LEAFLETS, 1975
> DIVISION OF CAREER AND CONTINUING EDUC.
> LOS ANGELES CITY, CALIFORNIA

There are listed one hundred leaflets for the beginning level;
thirty four leaflets for the intermediate l.;
fourty seven leaflets for the advanced level.
These leaflets are practical lessons that present the behavioral objectives and tasks of the structure outline in the course 791,

CURRICULUM: PHASE THREE

6.2.8.

B E H A V I O R A L G O A L S

* READING IN E
* WRITING IN E

B E H A V I O R A L OBJECTIVES

* language experience-approach
* formation of reading vocabulary
* words analysis and recognition skills
* comprehension skills
* rate of reading

B E H A V I O R A L TASKS

* alphabet (for illiterate in SP)
* letters combinations (illit.in SP)
* basic words: sight words: most used words and expressions
* short sentences
* paragraph
* survival vocabulary & written forms
* APL vocabulary and written forms (see section 6.2.7.)

COMMENTS AND MATERIALS

It goes by itself that at this level we can still use the

THE NEW STREAMLINED ENGLISH SERIES

&

READ ON!

as presented above (section 6.2.7.) or anything more complex like the following one for the literate in SP:

CURSO COMPLETO DE INGLES, Robert J. Dixon (Regents Publishing Co., Inc., New York, 4 voll., 1973

or other traditional material for the teaching of English as a Foreign Language. To this group we should assign the publications of ANAYAS Publishing CO., LAS AMERICAS & others.

I have not seen the material used for adults in Puerto Rico; I personally think that that should be our first choice if the Commonwealth of Puerto Rico could make that material available. Probably other teachers have some experience on this and I would greatly appreciate their reactions and information. Reading in a non-native language is of special difficulty for the illliterate in his native language: we need, therefore, special mate-

rial. I have found

PRACTICE IN READING,
by H.A.Smith & Wilbert, I.L.K., (Steck-Vaughn Co., Austin, Texas, 1974)

quite useful; with it I elaborate on my own asking questions, giving comments and explanations, dramatizing as much as possible. At this level, my experience is that anything goes if it presents content area relevant to an adult, that is, present real life situations, offers information that is of interest, that recreates feelings, thoughts, facts that the adult student has experienced.

GUIDELINES TO TEACHING REMEDIAL READING, by Lillie Pope (Book Lab. Inc., Brooklyn, New York, 1975)

is a real mine of suggestions for this phase three and has a section on "Teaching reading to students to whom English is a Foreign Language." Some of her thoughts:

> "keep a full scale oral language program going in English while the pupils are learning to read in the vernacular. As pupils are learning to listen and speak English, they should be learning to read and write the native language so that all four skills are going in the vernacular and the basis for literacy in English is being built by stressing speech." (p. 131)
>
> "Introduce the written form of English appropriate to the level of oral language competence. Pupils should have a reasonably good command of sounds of English before they see the symbols which represent the sounds." (ibidem)

TEACHING READING TO NON-ENGLISH SPEAKERS, by Eleanor Wall Thonis (Collier-Macmillan, 1970,

has two important chapters of interest: "Reading in the non-native language," and "The skills of reading ESL."

6.2.9.

In section 5.2. we have presented a placement strategy for our Puerto Rican students. In section 6.2. the outline of the curriculum has been mentioned in its three essential phases. Now we must mention a

CURRICULUM : PHASE FOUR

B E H A V I O R A L GOAL

* the student will be able to pass the exam for the achievement of Spanish High School Equivalency Diploma

B E H A V I O R A L OBJECTIVES

* competency at the desired level (65%-100%) in
  - GRAMATICA
  - CIENCIAS SOCIALES
  - CIENCIAS NATURALES
  - LITERATURA
  - MATEMATICAS
* competency at the intermediate level in
  - ENGLISH

B E H A V I O R A L TASKS

* specific skills in each one of the 5 parts or behavioral objectives;
* review of material already studied;
* introduction of the new one;
* skills of memorization;
  skills of deduction;
  skills of comprehension;
* how to take exams or tests.

M A T E R I A L U S E D

PREPARACION PARA EL EXAMEN DE EQUIVALENCIA DE LA ESCUELA SUPERIOR (EN ESPANOL), by Susan Ringel & Sagrista, Antonio (Arco Publ. Co., Inc.,219 Park Avenue South, New York, N.Y., 10003, 1975.

One out of 31 already took the test and passed. Three more are preparing themselves for it. This Behavioral Goal generates a sense of pride and strong motivation in our students. I have distributed this text to about 7 of my students, and whether or not they would take the H.S. test, they would greatly profit from using it as an exercise book.

The curriculum emphasizes survival/coping skills. 6.3.

In the section 6.2. we have said that it is a remedial program and we have tried to explain it by outlining an ESL special curriculum that we have used in the last six months.

The subject matter now proposed is of the greatest importance. Our adult native speaker of SP is not interested in learning E for the sake - let's say - of reading American Poetry or the U.S. Presidents's Biographies! They can read all that in their own language, in newspapers like EL DIARIO, LA PRENSA (New York) or EL OBSERVADOR (Hartford) or in the never ending series of magazines coming to us from Cuba, Argentina, Columbia o Mexico.

E as language should be practiced or taught in and through survival words and sentences.

According to the ADULT ENGLISH AS A SECOND LANGUAGE curriculum (see section 6.2.7.) 6.3.1.

> "every lesson should incorporate material for each of the two components of the outline Structure and Survival ESL (...)
>
> "the balance of these two components is the key to effective teaching in Adult ESL classroom (...)
>
> "Survival ESL conversation should be short and should reflect English as it is actually spoken. Beginning students (-our phases 1, 2, 3-) should seldom work with a conversation of more than few lines in length or a sentence that runs more than eight words.
>
> "Considerable attention should be given to the place of Survival ESL in the curriculum. Although the core of ESL should continue to be based on the normal sequencing of English lang. structure, Survival ESL is an integral part of ESL instruction.

This has never been repeated enough, especially in our kind of situation, in which tremendous caution should be used; structural and grammatical drills and exercises should always be related to practical situations. Survival ESL can and must be the vital supplement to the conventional instruction by providing the adult student with those language skills needed to function effectively while learning ESL.

This same program introduces the idea of a UNIVERSAL SURVIVAL that describes those circumstances common to all of us, like 6.3.2.

A. Can I see the doctor?
B. Do you have an appointment?
A. No, but it's an emergency.
B. All right, I'll get the doctor.

A. what do you want?
B. I want a drink.
A. What kind of drink?
B. Give me a coke.

and the idea of an INDIVIDUALIZED SURVIVAL, like it is used in verbal autobiographies, job interviews, and other situations where personal information is important:

A. What is your name?
B. Arnold A. Garcia.
A. How do you spell Garcia?
B. G - A - R - C - I - A.

A. Where do you live?
B. In Waterbury.
A. What street?
B. 170 Church Street.

For information purpose, I give the list of the 13 major areas in which Survival ESL is applied to: 6.3.3.

Verbal Autobiography

Spelling, vital data, family, country, job, phone no., ...

Consumer Education

food, clothing, finances

Numbers, Alphabet, Weather, Measurement, Time, colors

Employment

job application, salary, checking account, fringes, duties, qualifications, training...

Health

parts of the body, drugs, hospital, doctor, dentist

Transportation

car, buying a car, mileage, financing, insurance repairs, public transportation, bus, trains.

Housing

asking about rental, paying rent, reading adds, maintenance, buying, loans, mortgage

Agencies

Soc.Security, P.O., Ins.,Library, Lawyer, School Welfare, Town Hall

Telephone

Written Communication

absence excuse notes to school, check writing, brief personal letters,

News of the Day

School, Community, State, National, International

Customs

Tipping, courtesy expressions, holidays, . . .

Recreation

radio, TV, movies, sports, places, museums...

We may add few extra items in order to make the list of Survival ESL adoptable within our centers; items like 6.3.4.

Small Claim Court

Civil Law

Penal Law

Rules of the C.C.C.

have high motivational content for our adult population!

A

SURVIVAL GUIDE, 1976.
A PROJECT OF THE LATIN AMERICAN FAMILY EDUCATION PROGRAM, INC. (LAFEP)
640 Jefferson Street
GARY, INDIANA 46402

is dedicated to

"A aquellas personas para quienes
el sobrevivir es una lucha constante."

In the Introduction it is said: " We are confident that use of the Survival Guide will enable adult learners to play a greater role in their own destinies through a better understanding of their individual rights and the resources and services available to them."

For what I know it is the only "guide" on APL goals that refers to them as "coping skills" and has prepared three volumes

INGLES PARA SOBREVIVIR.
LAFEP. LATIN AMERICAN FAMILY EDUCATION PROG.
640 Jefferson Street
GARY, INDIANA 46402

which are bilingual, that is, they introduce E dialogues and explain in SP. It seems to be good material of literate students in SP. However, another adult, tutor or teacher, should help with the audio-oral part: speech stress, intonation. The three volumes, following the "survival guide", present APL goals subdivided into 3 major units:

consumer	awareness	: with 23 objectives
civic	awareness	: with 14 objectives
cultural	awareness	: with 5 objectives

Another very adaptable and rich program is the one called

PROJECT APPLE CORE
REGION SIX: LOUISIANA, OKLAHOMA, TEXAS, MEXICO NEW, ARKANSAS. 1974-5
Louisiana State Dept. of Education. LAFAYETTE,

This series is made up of 10 volumes:

PROJECT APPLE CORE, DISSEMINATION CONFERENCE (July 30-31, August 1, 1975)
-it contains the narrative fo the project
- the reading curriculum
- testing instructions
- informal diagnostic reading test for Adults
- sight words test
- context clue test (primary & intermediate)
- unit plan example: custodial worker form
- mathematical skills summary
- Adult Performance level objectives
- testing and recruiting survey
- bibliography of instructional material
- sample of individual record form

BOOKLET NO. 1 : READINGS & MATHEMATICS
- curriculum for teaching reading & basic mathematics
- testing instructions
- diagnostic reading tests
- ways of testing mathematics

BOOKLET NO. 2 : EMPLOYER SURVEY
- gives the ratuonale of all Apple Core Project
- clarifies the strict correlation between Adult Competency and success in life (Louisiana area)

BOOKLET NO. 3 : ANNOTATED BIBLIOGRAPHY
- instructional material pertinent only to APL goals in general and to four job classification in Louisiana.

BOOKLET NO. 4 : INSTRUCTIONAL PACKET
CONSTRUCTION EMPLOYEES

BOOKLET NO. 5 : INSTRUCTIONAL PACKET
HEALTH SERVICES EMPLOYEES

BOOKLET NO. 6 : INSTRUCTIONAL PACKET
MANUFACTURING EMPLOYEES

BOOKLET NO. 7 : INSTRUCTIONAL PACKET
MUNICIPAL GOVERNMENT EMPLOYEES

This complete project constitutes a source of information and already made learning packages in Survival English for an Adult population that has approximately the same needs than the population in our C.C.C., though non native speakers of E.

The testing devices this project has formulated can very well be used in our centers and programs, given their proven simplicity, feasibility and capacity of measuring low level educated adults (hardly functional).

In the same line of resource material for structure and survival in low level English for Adults, the Alabama State Department of Education came out last year (1976) with

LIFE (LEARNING INFORMATION FOR EFFECTIVE LIVING). Adult Coping Skills.
READING MODULES BASED ON ADULT PERFORMANCE LEVEL STUDIES. BULLETIN 1976, No. 17 & 18
ADULT BASIC EDUCATION SECTION
111 Coliseum Boulevard
MONTGOMERY, ALABAMA 36109

Bulletin No. 17 covers the curriculum for APL Goals in Health, Occupational Knowledge, Government and Law.
Bulletin NO. 18 covers the same for Consumers Economic, and Community Resources.

The introduction explains:

"The Life adult coping skills reading modules were written to provide the adult basic education teacher with practical and useful low level reading materials. The materials are based on the Adult Performance Level (APL) goals and objectives. They are meant to be used to teach adults how to read by teaching them what they need to know in order to cope in today's world. According to APL study, there are large numbers of adults in the United States, who function with difficulty. In other words, these adults do not have minimal survival and

life coping skills. These reading modules were developed to help alleviate this."

This LIFE program follows APL objectives in their first version of 65 objectives. After having seen it, anyone would be able of preparing similar living reading modules responding to the needs of his students.

In these modules every unit is an integral part of a larger continuum or totum; every unit is very short in itself and represent a precise task, within the specific performance objective, that will allow the achievement of one of the general APL goals.

6.3.5.

The use of the word "survival" should not be taken merely symbolically; we are speaking of "real language" and "real life situations."

Through all the material we are using, we are introducing not only the ESL but also ESC (English as a Second Culture). Unless our adult ESL learners understand and assimilate the dominant "structured system of patterned behavior"(p.111)

(LINGUISTICS ACROSS CULTURES.
Applied Linguistics for Language Teachers.
by Robert Lado, Ann Arbor-The University of Michigan Press, 12th pr., 1976)

they will not survive the artificial world of the Correctional Society, within which they temporarily live, and even less they would be capable of overcoming difficulties and problems in the "Corrected Society" outside the cemented walls and the iron gates.

To convey culture is the most difficult goal a teacher has. To teach language and culture to adults within the "therapeutic milieu" of the Correcting and Custodial Society of a C.C.C. is even more difficult.

It is hard to make my students understand why and accept at Thanksgiving "sweet turkey"(Lado, p.120). A culture is made of an indescribable series of "functioning units," that have to be accepted "for survival." We know quite a lot about units of sound (phonemes), units of structure (morphemes), written language units (graphemes); but we know very little about the units that constitute a culture.

For this reason, we should essentially teach tolerance and patience, while teaching the language and explaining its meaning, so that all cultural conflicts be properly resolved.

Where and when feasible, we should gather cultural data for a structural description, through the observation of the reaction of our students, so that knowing more about this phenomenon we can help more. (See Lado, pp. 121-122)

Something has been done by a Dr. Martinez on contrastive cultural patterns between the cultural profile of a Puerto

Rican child and the cultural profile of his peers in a school situation, but nothing at my knowledge exists about other age groups or other situations. It would be an exciting work to try to study cultural units of behavior within a Correctional Center and contrast them accordingly and respectively to the groups studied. I think it feasible to collect cultural units by observing the Puerto Rican Adults Behavior in some very culturally qualified situations and contrast it with that of the dominant E group.

Culture is not restricted to language, oral or written, but it extends to para-linguistic and even non-linguistic elements (customs, gestures, facial expressions, etc.). Having to introduce Culture E to persons of Culture SP, for the most, in order that persons of Culture SP would be able of surviving within a society with dominant Culture E, I have looked for material that could help me in this endeavor. I found it in the work prepared in 1975 by a team of Professionals at the University of Texas, Austin. 6.3.6.

This team addressed itself to the question:

"Which reading program is most effective?"

and after their research they came up with a model of Adult Functional Competency (ADULT PERFORMANCE LEVEL), the minimum level of performance required to be at least

a "functional" adult (APL^2) within our society,

that does not function with difficulty (APL^1),

that is on his way to become a "proficient adult" (APL^3).

ADULT FUNCTIONAL COMPETENCY: A SUMMARY, 1975.
School of Education
University of Texas,
Austin, Texas

It was found by the same team that by using the demographic variable "ethnicity" persons with Spanish surnames were found having the following grouping:

56% (APL^1) : ADULTS FUNCTIONING WITH DIFFICULTY
26% (APL^2) : FUNCTIONAL ADULTS
18% (APL^3) : PROFICIENT ADULTS

If we compare these data with mine at section 3, we feel amazed with the existing parallel. If we study these same data with those given in our typology at sections 5.1. & 5.2. and in our curriculum placement at 6.2., we seem to understand why and give a reason or justification for it.

The same study came out with the postulate that the "index of success" of an adult is directly proportional to his proficiency in the performance of the APL goals. For this reason the content of our curriculum includes not only structure but also "coping skills," "survival skills,""functional competency skills."

The APL, in short, constitutes the formula that defines the content of our ESL program. The medium is English, the message is functional competency.

There are 5 clusters of APL goals:

OCCUPATIONAL KNOWLEDGE with 10 objectives

* to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

CONSUMER ECONOMICS with 20 objectives

* to manage a family economy and to demonstrate an awareness of sound purchasing principles.

HEALTH with 13 objectives

* to insure good mental and physical health for the individual and his family.

GOVERNMENT AND LAW with 6 objectives

* to promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

COMMUNITY RESOURCES with 16 objectives

* to understand that community resources including transportation systems, are utilized by individuals in in society in order to obtain a satisfactory mode of living.

With very little variety and difference the above goals were included in the materials used and sometime published by the following agencies; all of them have been already or will shortly be mentioned.

They are: APPLE CORE PROJECT, 1974-75 in LOUISIANA;
LIFE, 1976 in ALABAMA;
LAFEP, 1976 in INDIANA;
ESL ADULT, 1974 in CALIFORNIA;
LAPS, 1977 in RHODE ISLAND;
INFORMATION SERIES of NSES in NEW YORK;
BIG BLUE MARBLE, XEROX
. . .

THE LEARNING ACTIVITY PACKAGES
PROVIDENCE ADULT EDUCATION
396 Smith Street
PROVIDENCE, R.I. 02908

6.3.7.

whose Supervisor is Dr. Mary C. Mulvey, follow exactly the 5 major APL clusters. Every package teaches some specific behavioral or performance objective, and assigns certain tasks to be learned. These tasks "copy" exactly real life skills, at different levels, in different fields; in every package there are computational skills, reading skills, writing skills, problem solving skills, vocabulary skills. LAPS have a minimal price of 50¢ and are available at the above address. The agency has made 84 packages and provides a list of the LAPS by topics and another one by approximate levels for their use in ESL classes:

ESL 1 (BEGINNER) = 19 Laps
ESL 2 (INTERMEDIATE)= 24 "
ESL 3 (advanced) = 28 "

This is the most useful, creative, challenging material I have found, considering its price and the variety available. It must also be noted that it is equipped with a

TEST FOR ADULTS in ESL

that tests proficiency levels for placement purposes and the selection of material.

The New Readers Press with The New Streamlined English series has its own APL material. With their volume

EVERYDAY READING AND WRITING,
by Frank C. Laubach (The New
Readers Press, Box 131,
Syracuse, New York 13210)(1970)

and the new

TO BE INFORMED SERIES,
in 20 units

this company is trying to aim at the top on the market and in the classroom. (See also 6.2.7.)

An APL audio-visual program, I have used with success, is

6.3.8.

CAREER LEARNING CENTER PACKAGES
XEROX EDUCATION CORPORATION
245 Long Hill Rd.
MIDDLETOWN, CONN. 06457

It is a Career Awareness multimedia sound filmstrip series. It is not addressed to our student population, Adult and in Correction, but is an enriching program because of the audio and visual elements, that makes easier the explanation in SP and the comprehension of E.

The packages I have are:

Agribusiness
Business & Office
Communication
Health
Marketing & Distribution
Environmental Control
Transportation
Construction

Each package is made of

* a filmstrip : enlighting workers from a particular industry or division within the broad occupational categ.
* a two sided cassette/long playing record : one side providing the filmstrip narrative, and the other side a feature in radio show form.
* a set of manipulative duplicating articles actually used by workers in that field, usually accompanied by questions to answer or problems to solve.
* a teacher's guide, explaining ways the teacher can use these materials to his best advantage.

This brings me to the following observations.

In this section I would like to make a point on the importance of images and colors for the Puerto Rican adults. 6.3.9. They have a fascination for the moving image. I discovered it when I showed some filmstrips of the history, geography and people of Puerto Rico. After that I decided to show a film a week and have a discussion thereafter, stimulating conversation in English. A cineforum is worthwhile if well prepared. It was the first time I saw them so interested and involved.

TV and films, as well as slides and filmstrips, are a great asset of a bilingual curriculum. Given the large variety of films available, it is always possible to find films relating to items or subject matters already encountered by the students. The film can be used as well for the introduction of a subject, as a powerful tool for the expansion of the students's minds.

I recall that I showed a 20 min. film in color on the process of banking. They were interested, silent, captured more than I could expect. I had distributed some deposit slips, some withdrawal receipts and few checks. After the film I ask the students to fill the forms up, which they did with evident pride and and with few well formulated questions.

This positive experience forced me to find out about the feasibility of integrating TV into our curriculum. In my area I should be able to use the services of the CONNECTICUT PUBLIC TELEVISION INSTRUCTION on

channel 24 for HARTFORD
" 53 " MONTVILLE
" 65, 61 NEW HAVEN
" 65, 61 CHESHIRE
" 24 for SOMERS
" 24 for ENFIELD
" 49 for BRIDGEPORT

The CPTV publishes yearly a

CONNECTICUT PUBLIC TELEVISION
INSTRUCTIONAL GUIDE
24 Summit Street, Hartford, Ct. 06106

and a TEACHER'S GUIDE that accompanies the programs. These Guides contain descriptions, program synopses, preparation and follow-up activities, and other additional resources to help integrate CPTV programs into specific curriculums.

Anyone that would look up the 1977-78 Instructional Prog. Guide for the in-school schedule, will be amazed in finding how much reliably and periodically he would be able to count on such great medium. For us in ESL bilingual programs, TV programs will greatly help in ESL skills acquisition not only for the combination image/sound but also for the content area, that seems to be highly motivating, like "Basic Ecology," "History of the Conquest of Space," "Metric System, etc.)

CPTV even offers a series of in-service for the utilization of TV within the class-room.

6.3.10.

There is a great amount of material on ESL Adult Bilingual Education free for the asking. Never get tired of asking, never get tired of writing, never get tired of searching. Be alert. Agencies and Corporations can generally provide you with material that you can use, with which to enrich your program without expending more than few pennies for the mail. Do not overlook inserts in Newspapers or Magazine like Newsweek and Time. They always offer some free educational material, usable at your judgment in your program.

There is THE NATIONAL BILINGUAL NETWORK or National Network for Bilingual Bicultural Education supported with Title VII funds. This network includes:

The Bay Area Bilingual Education League
2168 Shattuck Avenue.
Berkeley, Ca. 94704

The Midwest Resource Center
500 South Dwyer Avenue
Arlington Heights, IL. 60005

Boston University Bilingual
Resource and Training Center
School of Education
765 Commonwealth Ave.
Boston, MA. 02215

Northeast Center for Curriculum
Development
778 Forest Ave.
Bronx, NY 10456

Regional Bilingual Training
Resource Center
110 Livingston St. Rm. 224
Brooklyn, NY 11201

Multilingual Education Resource
Information & Training Center
School of Education
Temple University
Philadelphia, PA. 19122

Multilingua-Multicultural Training
& Resource Center of New England
86 Fourth St.
Providence, RI 02906

Bilingual Materials Development
Center
6000 Camp Bowie Blvd.
Fort Worth, TX. 76116

Midwest Materials Development
Center
1228 West Mitchell
Milwaukee, WI 53204

All these centers have prepared a lot of material ready for distribution. Some published a Newsletter or a Magazine.

THE CENTER FOR APPLIED LINGUISTICS
1611 North Kent St.
ARLINGTON, VIRGINIA 22209

sent me free 18 leaflets or brochures that were prepared for the Indochinese Refugee Education, but that are of great interest and use for my own program as well. I would like to mention 8 of them.

1 - General Information Series : HINT FOR TUTORS
(2 sample lessons and 10 interesting hints in teaching ESL) 7 pp.

2 - General Information Series : ACADEMIC RESOURCES
(a list of Universities that offer programs of instruction in ESL & do research in it; it also list cultural & language centers of research; it gives complete addresses of all from Alabama to Wyoming) 31 pp.

3 - General Information Series : TESTING ENGLISH LANGUAGE PROFICIENCY
(it is an important review of the major methods of testing, clarifying the levels they can test & how much reliability we should give them) 14 pp.

4 - Bilingual-Bicultural Series: InformaTION FOR ADMINISTRAT_ TORS AND TEACHERS
(it introduces Bilingual Program & discusses some of the problematic combinations of the home and school languages, language learning environment, etc.) 9 pp.

5 - Bilingual-Bicultural Series: A SELECTED ANNOTATED BIBLIOGRAPHY ON BILINGUAL-BICULTURAL EDUCAT.
(up to 1976...) 12 pp.

6 - Adult Education Series: TEACHING ENGLISH AS SL TO ADULTS - TEXTBOOKS FOR BASIC COURSES.
(it answers questions such as:
-what are English SL materials?
-what do ESL materials provide?
-survival courses material
-full scale ESL for adults) 11 pp.

7 - Adult Education Series: A BIBLIOGRAPHY OF READING MATERIAL FOR ADULT STUDENTS OF ESL 20 pp.

8 - Adult Education Series: ENGLISH LESSONS FOR REFUGEE ADULTS A GUIDE FOR VOLUNTEERS, TUTORS & TEACHERS 47 pp.
(information on teaching material and methods)
an evaluation of methods in teaching ESL)

REGIONAL BILINGUAL TRAINING
RESOURCE CENTER
131 Livingston Street-Rm.204
Brooklyn, N.Y. 11201

provided me with more than 1000 pages of material on Bilingual-Bicultural subjects; here some titles:

1 - A BIBLIOGRAPHY OF BILINGUAL & BICULTURAL EDUCATION 1975 — 66 pp.

2 - A BRIEF GUIDE TO BILINGUAL EDUCATION — 4 pp.

3 - QUESTIONS AND ANSWERS ABOUT BILINGUAL/BICULTURAL EDUCATION — 8 pp.

4 - NON-VERBAL COMMUNICATION IN PUERTO RICO — 6 pp.

5 - PRESS KIT: ASPIRA OF NEW YORK, Inc., 1975 — 80 pp.

6 - NAVIDAD in PUERTO RICO — ± 80 pp.

7 - MUSICAL INSTRUMENTS IN SOUTH AMERICA — 50 pp.

We would not end this series of thoughts on Bilingual Education without mentioning something on EVALUATION. [7.]

Testing has been difficult in practice as it is in theory. Mary Finocchiaro in her Book on ESL has a chapter on testing and evaluation. She answers questions like:

a. Why do we test?

b. When do we test?

c. How do we test?

d. What do we test?

She gives suggestions on how to test:

a. The knowledge of the Sound System.

b. The grasp of Structure.

c. The knowledge of Vocabulary.

I generally test my students by talking directly with them in SP and I get a general feeling of their level of education and acculturation into the Anglo-society. I ask them to write their name and address, birth date and birth place... From this I have - subjectively - formed my my own idea of their cultural level, of their writing skills. After this brief acquaintance, I ask them to take the test of habilidad general.

While talking to them in SP or E, I fill up the form introduced at 3.4. Moving from SP to E, I have way of testing the level of his use of E, with the DOLCH cards or the NYT special series of cards with pictures and words.

Even if they know E, the tendency of the majority is that of denying any knowledge of E. Another tendency of the majority is that of speaking SP with anyone who does, and is considered "uno de nosotros." For this fact and reason, I found very difficult to speak E with the Puerto Ricans who know E, but still prefer SP for purposes of communion, intimacy and warm feelings. The speaker of SP uses E, when he knows E, only for communicating with those who do not know SP and in situations when he wants to keep separation and distance from someone.

Language E Assessment is therefore done in more than one session with the student... and the truth of how much E he knows will come through by waiting patiently and observing him how he relates to native speakers of E...

This waiting time for E to come up is not wasted time. Every student is tested also in basic computational skills, and generally during this time, there comes an occasion - within the open classroom - that he be addressed by native speakers of E directly... From his reactions, then I know for sure.

Because the time during which the student will presupposedly remain at the CCC is very limited (see section 3.), we keep a daily record of the objectives or tasks that are performed by him. This daily, or almost daily, observation and reflection on each student, allows me quite a good knowledge of their needs and consequent placement.

For a more objective evaluation I rely on what is available on the market.

TEST FOR ADULTS IN ESL

was prepared by the Providence Adult Education Department (see 6.3.7.). It is easy to administer, it is easy to take and most of all it is simple to interpret.

For a study of what is available in language testing, see:

ORAL LANGUAGE TESTS FOR BILINGUAL STUDENTS. AN EVALUATION OF LANGUAGE DOMINANCE AND PROFICIENCY INSTRUMENTS. Northwest Regional Educational Laboratory 710 S.W. Second Ave. Portland, Oregon 97204

It contains a list of commercially available tests, explains them and evaluate them.

together with many other very important suggestions on methods and materials, curriculum and how to implement it, difficulties in learning ESL for SP speakers, it gives some indications and clear lines for an assessment of the students capacities in the four basic skills. Listening Comprehension,
Oral Production,
Reading and
Writing
are subjectively tested by way of an "initial interview".

More or less this is what I follow, though the method has no pretention of being objectively exact. But on such line, is individual language (the only one that there is) something truly scientific?

I should mention, at last, that the School District of the Department of Correction has published a list of the tests to be used and for what testing purposes. However, it does provide no information on validity, preference and usability.

The far best work remains what we mentioned at the beginning of this section (Oral Language Tests for Bilingual Students,...).

For a continuous information on testing and tests read in the quarterly BILINGUAL JOURNAL (NADC, Lesley College, 9 Mellen Street, Cambridge, MA. 02138) the articles from the "Test Specialist's Desk", George P. De George.

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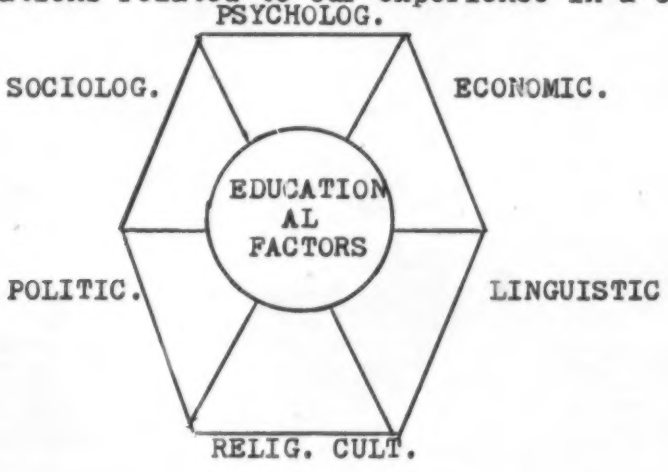
P A R T T W O

THE PUERTO RICAN ADULT IN A PENAL INSTITUTION OF CONNECTICUT: AN EXAMINATION OF THE CONFLICTS AND IMPEDIMENTS IN LEARNING ENGLISH AS SECOND LANGUAGE

At many points of part one (sections 3.,3.1.,5.3.,5.4.,5.5.) we have made reference to some kinds of difficulties or obstacles to learning, that occurred when teaching, conversing, debating with the Puerto Rican students. 1.

For the purpose of a coordinated and complete presentation of these conflicts and impediments to learning ESL, we have accepted the MODEL of the EDUCATIONAL FACTORS as proposed by Bernard Spolsky (FRONTIERS OF BILINGUAL EDUC., pp.1-21, see part one, sects. 5.,5.4.) and we intend to examine such factors not in abstraction but in the existential situations related to our experience in a CCC. 2.



2.1.

One Friday I brought a film on Puerto Rico and during the afternoon session I showed to the Puerto Rican adults in the program. The film in itself was not as good as I wanted but surprisingly it generated some kind of discussion on the political situation of Puerto Rico, throughout its history.

The general rule was that of speaking English; the film was in English. Gradually however the discussion turned into Spanish. When Thomas touched the problem of independence of Puerto Rico (it was the time when we had few thousands Puerto Ricans demonstrating in Washington) he excused himself: "No se puede hablar de Puerto Rico sin hablar Puertorriqueño." By this time I did not try to force them to return to English. Thomas - I realized now - together with Osvaldo and Gilberto supported Nationalism and independence for Puerto Rico, while Efrain, Juan Bautista and Willie clearly stated that there was no way for Puerto Rico's success as an Independent Nation.

That was the first time when the students in the program enjoyed very much talking amongst themselves not only about Puerto Rico but also about other matters. They asked for more opportunities to do so.

I was amazed later on to realize and discover that some political personal deep convictions or preferences can condition our language learning ability (Spolsky, op. cit. pp.13-5). Thomas, Osvaldo and Gilberto do have serious impediments in their oral production of E. Also, they are very reluctant to speak E. and they have advanced very little and given no sign of progress. The others, on the contrary, seem to have more understanding/ comprehension nad ability of speaking E.

If we accept all the research done (Spolsky, p.141), there is no doubt of the fact that there is a direct rapport between political aptitude and bilingual attainment.

In the case of each one of the six students mentioned, it is evident to me that the success in understanding, speaking, reading and writing for each one of them is indirectly proportional to their decision of returning to Puerto Rico immediately as soon as released from the Comm. Corr. Center.

	audio	oral	reading	writing E.
Thomas	very little	rarely	no	no
Osvaldo	little	rarely	no	no
Gilberto	nothing	never	no	no
Juan B.	good	often	yes	yes
Efrain	good	often	no	no
Willie	good	when requir.	yes	if needed

Thomas, Gilberto and Osvaldo know that it may take long time before they would be able to do what they say, because, perhaps, they would have to remain long time at the center after their sentence; still those affective and volitive inclinations will block their willingness of becoming assimilated to the E speakers.

Juan B., Efrain and Willie, on the contrary are visibly interested in passing as speakers of E. They do not see in the future a Puerto Rico different from the one we have now and when they speak of it they speak as of a place of vacationing, like all E speakers would.

A lot of Puerto Ricans, as the study of Green-Zirkel has proved, interviewing 156 families in Hartford and 92 in Bridgeport, have less than 1 affiliation or membership to group or organization per family. (see part one, 2.) That may mean that they have little interest in the political scene, but that does not exclude that they might have some dormient preferences; these letargic preferences might in the future - through the occasion of a film and a formal group discussion - be verbalized. Only then we will know how important is this aspect of the educational factors. We know so little about how learning happen, that we should organize even a political debate in order to clarify issues, to know positions, to learn more about our types of students and help more their strive for survival "in exile."

2.2.

I have never heard Juan, Efrain and Willie saying that they did not like the turkey at Thanksgiving or the pancake for breakfast. They have adopted the behavior and even the customs of the community. I am talking of the small society of 350 inmates at most and of about another 60 persons.

When he comes here the inmate receives a copy of the Rules that govern this special society and a copy of the penalties he must pay for the infractions to the Rules. But only the Rules have been translated into Spanish. There were no books in Spanish and there was no effort or program for helping illiterate Spanish inmates, without knowledge of E. There is only one counselor that speaks Spanish, but he is not directly assigned to the Spanish inmates. I know that there are 3 officers and one sergeant that are Puerto Ricans, but there duties are specific and of custodial nature.

Of the 31 inmates I had in the program about one third had been on the mainland less than a year, before they were brought to the CCC.

The Center is new, spacious, full of light, well maintained, with - I would say - many commodities: radio, TV, library, school, chapel, mini-courses, and a weekly magazine prepared by the inmates themselves. For few there are even chances of some work(duties)assignments, with a small pay.

The Puerto Rican inmate, however, is not motivated enough to cooperate with this "artificial" society because for him this center is still not Puerto Rican: the TV is not in Spanish, the radio is rarely in Spanish, the religious service is in Spanish but of protestant faith, while the Mass is in English. Thus the Puerto Rican becomes alienated from most part of the life of the center; he turns himself off to the English speaking environment.

After all, how can he desire to become part of this society? The society at large has isolated these English speaking persons as "undesirable". Would the Puerto Rican then learn English and be assimilated to these persons?

In this small community I found the strong tendency within the Puerto Ricans of associating themselves mostly with their own and of coming to school for the advantage of seeing and being able to speak to other Puerto Rican inmates sharing their stories and cases.

Naturally those who so do are the ones with less bilingual training. As they learn language they learn as well to accept reality, they open themselves up to the Anglo world and dismiss a lot of their attitude of suspicion and mistrust.

2.3.

One must feel empathetic toward the people who speak a certain language in order to be successful in his effort to pronounce and learn well this people's language (cf.Spolsky, op.cit.,pp.143-44) This phenomenon is as accurate as the similar sociological one.

By analyzing the case load of all my students I see a confirmation of the above statement. The less successful of all students is he who continuously says that he does not like the "gringos."

This inner acceptance of becoming anew, this readiness to assimilate in all senses all the gamut of the continental morthen American culture is very hard at this age group of between 18 and 35 years of age. They do not have that great flexibility (cf.Spolsky, p. 144) necessary to acquire, for example, native-like pronunciation in another language and master the patterns of a new way of living. There is a strict correlation between age and language learning. It is extremely difficult for an adult to learn the sound system of another language: the reason for this is in most of the cases based on the fact that the adult person does not "hear" the new sounds of the new language. In short, the capacities of the adult learner have been already fixed in specific patterns and habits of all the senses or capacities of perception. We hear what we have been trained to hear at our early age in life, we feel what we have been trained to feel and express in emotions.

With the age factor working against them, with a reversed empathy factor and given the political situation in the 1970s between Puerto Rico and United States, the Puerto Rican adult has enough conflicts and obstacles to overcome in order to start to will to learn English.

Some have regarded language as "a simple habit system" (Wardhaught, Theories in Linguistics, p. 143); others say that there are numerous psychological factors in any learning situation, of which we know little about.

If our goal is somehow to help out students to acquire an adequate control of the second language, then the focus must be changed from us-teachers to them-the-learners. We realized that the students are the ones who must do the job for themselves, that we can help them and that we can struggle with them in their task of learning ESL, but that since we know so little about second language learning, we can provide little more than encouragement and a certain, but not important amount of help.

Wardhaugh may sound simplicistically honest. However, we should remember his words when, though observing and helping our students, we see little or no progress and discouragement takes place. All what the modern research in linguistics boiled down to is that unless the students themselves want to learn and have feelings and desires of identifying themselves with the people who speak the language they try to learn, they would have a hell of a time in trying.

What the great majority of Puerto Rican adults seem to be unconsciously doing is that of trying to learn English purely as a tool for survival and not as a way to full assimilation. As a tool for survival English will serve them to find a job, keeping a job, to buy at the supermarket, to travel using the public service, to keep informed. Their interest, their motivation is activated only by what they can see immediately, only by what can be marketable. There is no way for us to help them than by teaching them ESL using APL material (see our discussion of curriculum: part one, sect. 6.3).

Only in few cases we will be required to teach English language and explain English culture for purposes of full integration and assimilation.

2.4.

The author of the profile of Puerto Rico, Kal Wagenheim (Puerto Rico. A Profile. Praeger, 1975, pp. 164-9), dedicates few pages to the problem of Religion in Puerto Rico. Whatever is his respected opinion I think that like all the poors in all parts of the world, the Puerto Ricans are per se tolerant and eclectic. What they seem not to abdicate to in their religion is a great respect for traditions and the outward expression or manifestation of their beliefs. It is indeed quite common at the center to see Puerto Ricans wearing religious medals, rosaries, crosses; in many instances, religious symbols are tattooed on their arms and chest.

This is certainly not the preference of the religions on the main land. Thus a difficulty arises, eventhough minor. There is no letter or greeting in which they do not mention God and their songs and poems are always dealing with love

and God's vengeance against the unfaithful lovers.

To overcome cultural and religious differences is however not so difficult in U.S.A. where pluralism has brought a high capacity of tolerance.

There is very little interest for religion in the center: very few Puerto Ricans participate to the religious ceremonies whenever they are offered; there is however a great interest for discussion about religion and religious problems.

One of the less accepted dimensions of the center life by the Puerto Rican inmates seems to me the diet. They eat because they are starving. Most of them say that they have lost weight. Also they do not like how they are served: the dish is already cold when it is served, the different parts of the menu are mixed together and so are the flavors. I noticed that most of the disciplinary action taken against Puerto Ricans was taken at the time of meals and referred to misbehavior during the meal.

Wagenheim (op.cit.,pp.186-189) described the Puerto Rican diet and it would be very enlightening to compare it with the list of a weekly menu at the center (see back cover of INSIDER)*.

2.5 The economic factors at first may be thought of as the most important variable in the phenomenon of the Puerto Rican adult learning ESL. The hope of everyone, given the high percentage of unemployment in Puerto Rico, is that of finding a job in the main land that will permit a decent life. Tragically, but truly, as we have explained above, many Puerto Ricans have not been assorbed or assim-ilated within the dominant culture: they became easy conquest of the dream of the"an easy dollar" doctrine.

Thus what was supposed to be a positive motivating agent for their learning E and understand American society and culture, became instead the major agent of their ruin.

In fact, 50% of those Puerto Ricans in the center are there because of robbery and larceny charges. 2/3 of them have been on the main land only for an average 12 months. 10% only had a steady job.

In short, the tragic truth stands and says that it is easier to be assorbed into the sub-culture and the underworld, whenever one does not speak the language of the normal society around him.

2.6 If many of the other previous elements playing a role in the learning process are of a favourable nature and can work both ways in being obstacles or incentives at the same time, it should be known that the major difficulty is found in the linguistic dimension. The major difficulties to acculturation are generally of a linguistic nature: they cannot be overcome unless there is a sincere desire to learn.

In order to master reading in indipendent way it would take about 6-8 weeks, and even less if there is good willingness and motivation in the student. Audio-oral skills can =be

(*) C.C.C.'s weekly magazine.

learned in less time, but here again we need great desire and motivation in the learner: this is what seems to be absent in our ESL programs in Community Correctional Centers. It is nobody's fault, but to learn English only as survival tool is a very hard enterprise. If language is a system of patterned behavior, one cannot dissociate it as a system of sounds from a system of acts: verbal and non-verbal behavior go together.

Lillie Pope, GUIDELINES TO REMEDIAL READING, Book-Lab., Inc.1974, has a chapter on what one should know about ESL: "Guidelines to teaching English as SL". Pope says that "the difficulties of learning English have been very well publicized, thus creating the additional barrier of anxiety and fear. Learners who anticipate great difficulty are more likely to meet with failure."(p.139)

However it is true that this "barrier" exists. It is a fact that every student realizes how difficult it is to read English, for example, because of the inconsistencies of its spelling of same sounds. This is even more true when the learner is from a language and culture within which there is one to one correspondence in sound and symbol. Pope gives a "list of words that confuse the non-English speaking learner."

A PRACTICAL GUIDE FOR TEACHING SURVIVAL ENGLISH, by Peggy Rodriguez, LAFEP, Inc. Gary, Indiana, 46402

is also very helpful because addressed to the adult learner. It gives a large variety of techniques for small group learning and individualized self-paced process. It has a chapter on Hints, Tips and possible Pitfalls. It explains silent gestures that can be used for directing group drilling and introducing minimal pairs.

PRONUNCIATION CONTRASTS IN ENGLISH, by Don F.L. Nilsen & Nilsen, Pace Alleen, Simon & Schuster, N.Y., 1971

can be very useful in overcoming difficulties in teaching phonetics and having enough minimal pairs already listed for the most important and most difficult sounds for our students. It gives a graphic representation of the organ and points of articulation for every sound of the E lang.

COMPARING ENGLISH AND SPANISH: PATTERNS IN PHONOLOGY AND ORTHOGRAPHY, by Rose Nash, Regents Publishing Co.,Inc., 1977

the most accurate for a work of contrast among the Spanish dialects of the Americas (pronunciation of /h/, /s/ & /y/.)

It is also the best for the comparison of sounds between Spanish and English; however, it is more indicated for teachers than for our low level students, who have no knowledge of any term of modern linguistics. Something very useful and usable by our students is, on the contrary, the following work that I already cited at section 6.2.7. of part one.

AMERICAN ENGLISH SOUND SYSTEM
Division of Career and Continuing Ed.
Los Angeles City, 1974

This work is not commercially available, but it is what we all really need: it gives the most accurate information and graphic representation of the production of the American English sounds; it also gives the phonetic transliteration for every word used in the manuscript. Given the quantity of material published in Spain and available to us for learning English, that therefore teaches the kind of English used in England, this last work on American English Sound System remains the only one that can help us in our curriculum. In fact, to teach ESL consistently we need material that we can use and rely upon: there is very little of it. The book just referred to is an exception.

For purposes of curriculum planning and in order to overcome the danger of wasting time, here are those phonemes that are most used in SP and E:

SPANISH (VOWEL SOUNDS SYSTEM) ENGLISH

/e/	32.80 %	en	/ə/	27.39%	up
/a/	30.38 %	alto	/ɪ/	14.44%	in
/o/	21.56 %	oro	/æ/	9.44%	at
/i/	10.48 %	ir	/iy/	8.49%	eat
/u/	4.23 %	un	/a/	6.99%	far
/ey/	.20 %	rey	/ɛ/	6.85%	egg
/ay/	.15 %	aire	/uw/	5.60%	soon
/aw/	.15 %	auto	/ay/	5.50%	ice
/oy/	.05 %	soy	/ow/	4.95%	own
/ew/	.05 %	europeo	/ey/	3.95%	ate
			/aw/	2.20%	how
			/ɔ/	2.00%	for
			/U/	2.00%	put
			/oy/	.20%	oil
	100.00			100.00	

By learning, for example, the sound of /ə/ we have already diminished the difficulty of learning ESL (sounds of) by more than one fourth. The consonant phonemes of Spanish and English do not differ too much in order of frequency of occurrence (see Nash, op.cit. p.14). However, because there are 8 new consonant phonemes in E, that we do not have in SP, our curriculum should first of all introduce them before comparing the

other ones.

SPANISH			ENGLISH		
/s/	17.08%	ser	/t/	12.77%	ten
/n/	12.27%	nada	/n/	11.46%	not
/r/	9.95%	aro	/r/	8.32%	rain
/d/	9.08%	doy	/l/	7.69%	leg
/t/	8.30%	tal	/s/	7.47%	sun
/k/	8.11%	que	/d/	5.65%	day
/l/	6.72%	la	/z/	4.90%	zoo
/m/	6.53%	mar	/m/	4.74%	man
/y/	5.97%	ya	/ð/	4.61%	the
/b/	4.99%	bajo	/k/	4.30%	cat
/p/	4.02%	poco	/w/	3.67%	well
/w/	2.18%	huevo	/b/	3.48%	boy
/g/	1.24%	gota	/h/	3.26%	how
/rr/	.93%	carro	/v/	3.17%	vase
/f/	.90%	fama	/f/	2.86%	fat
/h/	.64%	jota	/p/	2.35%	put
/č/	.56%	chiste	/ŋ/	2.20%	sing
/ñ/	.53%	manana	/y/	2.01%	yes
	100.00		/g/	1.57%	go
			/θ/	.97%	thank
			/š/	.88%	shoe
			/j/	.88%	jewel
			/č/	.63%	choose
			/ž/	.16%	pleasure
				100.00	

The eight consonant phonemes present in E but not in SP are:

/ž/	(.16%)	/y/	(.88%)	/š/	(.88)
/θ/	(.97%)	/ŋ/	(.2.20%)	/v/	(3.17%)
/ð/	(4.61%)	/z/	(4.90%)		

Very useful I found to know exactly which graphic symbols are the same in the two languages but pronounced differently. They are thefollowing:

Spanish				English			
a	=	/a/	art	a	= /æ/	act	
e	=	/e/	eso	e	= /ɛ/	egg	
h	=	no sound		h	= /h/	hole	
i	=	/i/	Ida	i	= /I/	inch	
					= /ay/	item	
j	=	/h/	jota	j	= /j/	jewel	
o	=	/o/	poco	o	= /ɔ/	for	
					/a/	pot	
qu	=	/k/	que	qu	= /kw/	quadrant	
r	=	/r/	hard in rosa } Trilled	r	= /r/	rain	
		/r/	soft in aro }			?	
u	=	/u/	uno	u	= /U/	put	

v	= /b/	vela	v	= /v/	very
y	= /i/	ya (/j/)	y	= /ay/	my
z	= /s/	zorro	z	= /z/	zebra

With the help of the above information, the task of the teacher is exactly that of selecting the symbols whose sounds contain the greatest differences between the two languages, and considering also the occurrence-frequency dimension, give to these symbols preference in the learning process.

ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE, Hartford Public Schools, Lois Maglietto Supervisor

offers other information for other parts of the contrastive study of Spanish and English:

- English Language Patterns Difficult for Native Speakers of Spanish; and
- Language Patterns: a Comparison of English and Spanish.

I personally found that book in general can give me a lot of help in teaching stress, intonation, structures of the E language, pointing out the contrasts with those of the SP language; however, I found very little, in a systematic way, on phonetics. Most of the ideas and the material here discussed were derived from a course taken at the University of Hartford and offered by Prof. Idalia Morales.

If there is any possible conclusion to a paper like this 7. in which the author shares his impressions and his experiences with some imaginary colleagues, trying to organize his own thoughts at the same time in order to become more effective in his duties of teaching ESL in a correctional center, here is one.

I have written this paper for providing myself with a synopsis of all what I can do with the material I have in order that I may be of help to the Puerto Rican population in New Haven C.C.C.

I believe that our school is a force of socialization within the strict, limited society of the Correctional Center. Whether or not "all environment has the capacity to educate" (G.B.Leonard, Education and Ecstasis, p.105), I believe that with our programs we can help our Puerto Ricans to become acculturated to the American Language and Life. I assume that we are a therapeutic force, that would give its fruits, eventhough these fruits are not and will not be mathematically measurable.

I hope that I have given opportunity for a dialogue with all Bilingual teachers in Correction.

Anderson, in his study of Bilingualism in USA, in his work many times referred to, said that the way problems are solved is important, not only locally but for others pursuing the same

goals. A careful record should be kept of the procedure, the questions posed and tentative answers given, as well as the final solution and the rationale used. This was what I had intented to do and I know that I have succeeded at least in part.

In the event or prospect that my colleagues would read these pages, I dare to ask them to reply in writing, sharing their thoughts as I have done with them, because very little has been written about our profession and mission, and thus every document on the subject will be highly valued, even if later on judged incorrect, futile and nonsense.

Our intentions were pure, our motto still the same: here, they can now walk straight by themselves (ECCO, DIRECTUS REGERE). This was our goal, this was our hope.

Canton, Conn. Jan. 2, 1978